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Now let us turn to another chapter of our national history, and see how this maxim, attributed to Washington, has been carried out. During the eight years ending with 1843, a period of profound peace in the civilized world, this Government expended \$163,336,717 on the Military and Naval Establishments!!! Taking the average population of the country during these eight years, it must have been nearly 16,000,000—four times the number of the people under Washington's administration. Can his example, then, sustain the present course of this Government in preparing for war in time of peace? Is a rapidly increasing population an element of weakness; or is a country more exposed to invasion in proportion as the number of its men and means for defence increases? It would seem so from the course of our Government; for while the population of the country has multiplied itself by *four*, the appropriations for their defence have been multiplied by *sixteen*!—thus \$10,000,000 for a population of four millions, and \$160,000,000 for a population of sixteen millions, during a period of eight years. At this ratio, when the people of this country shall number sixty-four millions, then the appropriations for their defence, for eight years, will amount to \$2560,000,000!!! Is it not time for the people to think of these things? E. B.

#### ON THE EDUCATION OF CHILDREN FOR WAR.

BY J. F. ERVING, M. D.

I apprehend that there is a radical defect in the education of children in respect to the subject of *Peace* and *War*. I mean Common School Education. We as individuals may advocate the cause of Universal peace. We may deprecate War, as the greatest calamity which can befall a nation, as well as being heinously wicked. We may denounce the policy of the heavy expenditures, which this nation annually makes, to foster and support a system which has drenched this Earth with human blood, and which has ragged and scourged the human family to an extent, which the most malignant, and indeed every pestilence recorded on the page of history, can scarcely be considered as parallel; and yet we permit principles to be infused into the minds of our children, in their common school education, which go directly to foster and nurture the spirit of *War*.

This fact may seem incredible, but I shall endeavor (though feebly it may be,) to sustain the position here assumed. I do it for the purpose of directing attention to this subject, in order that a change in the re-

spect to which I shall presently allude, in the common school education of children may be introduced.

I think that all will agree with me, that in the mental training of children, if we wish to increase or develop a certain faculty of the mind, we may do so by presenting to the mind ideas or sentiments congenial to that faculty, in as interesting and attractive a form as we can; while, at the same time, we withhold those of an opposite character, or at most permitting the mind to receive them only in their most repulsive aspect; in other words retarding an opposite developement. The mind of youth is of such a plastic nature as to be susceptible of a great degree of cultivation, of change, if the discipline is applied early, before the character is irretrievably fixed—

“Just as the twig is bent, the tree ’s inclined.”

If we wish to instil the principles of Peace into the minds of children, we must present them in their most attractive forms—dwell upon the pleasure, the loveliness of peace and harmony, not only among kindred and friends, but among nations and mankind at large,—of cultivating a kind, a conciliatory and forgiving disposition, for any real or imaginary wrongs, which we may receive at the hands of others,—and also by diverting their attention from the “pomp and circumstance of war.” When the subject of war is presented to their minds, let it be in its true light which of course is a most repulsive aspect. Let them see thousands—yea, millions of human beings, like themselves, possessed of immortal spirits which are to live forever, either in bliss or woe, and who one day are to stand before the bar of the Eternal Judge, then and there to receive their final destiny—mown down on the battle field, their bodies weltering in the purple gore, which drenches with a crimson flood this fair Earth. Let them see the mangled limbs,—the ghastly wounds,—the bleeding corpses. Let them hear the groans, the wailings of anguish and woe, as they ascend to Heaven from the lips of the victims of the insatiable monster *War*.

But is this the way that the subject is presented to children! I apprehend not. Few if any children attend lectures or addresses on the subject of Peace, which are occasionally delivered to the public, and are calculated more generally for adults than children. Few have access to, or peruse the newspapers and journals devoted to this subject; but almost all attend common schools, especially the children of New England, and they are furnished with the elementary books of education. Do these inculcate the principles of Peace or War? In Mitchell’s *School Geography*, a popular work, and one that is extensively used in the common schools of New England, out of forty-six pictures illustrative of the Geography of the United States, thirteen are battles scenes or pictures of a warlike charac-

ter. What is the legitimate effect of presenting so much war to the minds of children! Is it not to fill them with a thirst for martial glory? At least it attracts their attention to the "pomp and circumstance of war."—These are so presented that instead of creating in their minds a disgust for war, they are calculated to fascinate and charm. I do not directly condemn the book alluded to, but wish to call attention to the fact. I suppose the author, like most other authors, wishing to make their productions popular, endeavor to render them attractive.

Such being the case with Geography, what is the character of History—elementary History, written expressly for the young and used in common schools! We all know that they are but accounts of battles, wars, and bloodshed. These events are singled out in history to the neglect and exclusion of almost every other fact, and dressed up in the most attractive garb, and thus presented to the susceptible minds of children in a manner that cannot fail to create in them a thirst for martial glory, and familiarize them with scenes of bloodshed, carnage, and rapine, which viewed in any other light, would make them recoil and shudder at the bare suggestion. Where such ideas, when presented to the youthful mind, do not have the effect alluded to at once, (for all minds are not alike, an idea or sentiment will be readily imbibed by one mind, which another instinctively recoils from,) yet by the daily study of them they finally produce these effects.

"Vice is a monster of so frightful mien,  
As, to be hated, needs but to be seen;  
Yet seen too oft, familiar with her face,  
We first endure, then pity, then embrace."

Another grand influence which is thrown in the way of children and youth, and which tends much to the formation of their characters, and is in fact but a branch of education, are the popular tales and poetry contained in the fashionable magazines and periodicals of the day. How large a share of these are battle scenes—skirmishes, stratagems, exploits of danger, and "hair-breadth 'scapes" from a hostile foe, all of which are done up in the most fascinating and alluring style,—all of which are devoured with a greedy avidity, which no precept of morality, religion or brotherly love has ever been able to command and which goes directly to create in the minds of youth a thirst, an ardent longing for martial glory and for deeds of renown!

If a "*Tale of the Revolution*," is told, nine cases out of ten, it is a tale of blood—of battle—of military glory. I am not disposed to detract one iota from the glory and honor of the heroes of that noble achievement. I rejoice in the fact that Revolutionary blood runs in my veins, but I do

not deem it necessary in order to impress upon the minds of our children the cost of that priceless boon, inherited from our ancestors, that they should be told only of the achievements of battle. Nor am I disposed to banish Geography and History from our common schools, but would that our children should be made more familiar with both branches of study. Let the Geography give an exact description of our country—of all countries, and where it is embellished let the embellishments be of a character that will illustrate the beauty—the loveliness of peace and universal brotherhood. Let the Historian faithfully record the events of past time—dwell upon the happiness and prosperity of nations when at peace, and when war is introduced, as it necessarily must be, let it be in its true light,—its true character, which will *not* be such as will charm like the serpent with its glowing colors before it strikes its deadly poisonous blow.

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#### THE IMPIETY OF THE MILITARY.

BY REV. SAMUEL J. MAY.

There is no assumption on earth, which so boldly sets itself up above God, as the assumption of military commanders. They require of those who have submitted themselves, or who have been subjected by force to their authority—they require of them implicit obedience. Safer is it for a soldier to disobey all the laws of God, than to disregard the commands of the military chieftain. No soldier is allowed to have a will or a conscience of his own. He must do what he is ordered to do, whether he thinks it right or wrong. No trait of character would be more troublesome to a soldier, or more likely to hinder his rise in the profession, than a tender conscience, that impelled him to scrutinize the commands of his superiors. And yet how many of those commands contravene the commandments of God. “Thou shalt not kill,” saith the Most High; but murder is the specific work of soldiers, to which if they go not voluntarily, they are spurred by the bayonet. “Recompense to no man evil for evil,” “avenge not yourselves.” But the very object of an army is to make reprisals upon an offending party,—to take such vengeance for real or supposed injuries, that they shall not be respected. “If thine enemy hunger feed him; if he thirst give him drink.”—But says the military law of our country, if you do so—if you comfort an enemy—you shall be adjudged guilty of high treason, and punished accordingly.

Such is the training, by which men are converted into soldiers. Such is the machinery by which masses of human beings are compacted into